DOCUMENT RESUME

ED 095 330 CE 001 884

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TITLE	Statistical Typewriting, Business Education: 7705.33.
INSTITUTION	Dade County Public Schools, Miami, Fla.
PUB DATE	73
NOTE	26p.; An Authorized Course of Instruction for the Quinmester Program
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	Business Education; Business Skills; Course Content; Course Descriptions; *Curriculum Guides; *Office Occupations Education; Secondary Grades; *Typewriting
IDENTIFIERS	*Quinmester Program; Statistical Typewriting

ABSTRACT

The course enables the student to qualify for employment as a typist whose duties include typewriting a tabulated material, tables, and special problems consisting mainly of numbers, as in insurance, accounting, or brokerage offices. The course outline describes: (1) equipment and supplies, (2) skill building, (3) statistical copy typing techniques, (4) statistical copy proofreading, (5) table production, (6) business papers with tabulated reports, (7) business forms, (8) typewriter with decimal tabulation keys, (9) rules for typing numbers and English usage, and (10) acceptability standards. Evaluation instruments are discussed and resources for students and teachers enumerated. An appendix includes suggested skill building drills, study sheets, test items, and an appraisal sheet. (MW)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

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STATISTICAL TYPEWRITING

Business Education--7705.33 (New: 7766.33)

CE001 884

DADE COUNTY PUBLIC SCHOOLS
DIVISION OF INSTRUCTION • 1971

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STATISTICAL TYPEWRITING

7705.33 (New: 7766.33)

Business Education

Written by Margaret L. Lowman
And Approved by the Business Education Steering Committee
For Quinmester Courses

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, FL 33132
1973

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TABLE OF CONTENTS

I. COURSE TITLE 1

II. COURSE NUMBER 1

III. COURSE DESCRIPTION 1
Synopsis 1
Textbook 1
Occupational Relationships 1

IV. COURSE ENROLLMENT GUIDELINES 1
Prior Experience Needed 1
Pretest 1

V. COURSE OF STUDY PERFORMANCE OBJECTIVES 1

VI. COURSE OUTLINE 2
Equipment and Supplies 2
Skill Building 2
Statistical Copy Typing Techniques 3
Statistical Copy Proofreading 3
Table Production 3
Business Papers with Tabulated Reports 3
Business Forms 3
Typewriter with Decimal Tabulation Keys 4
Rules for Typing Numbers and English Usage 4
Acceptability Standards 4

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES . . . 4
Course Strategy and Method 4
Skill Building 5
Production of Tables 5
Business Papers with Tabulated Reports 6
Business Forms 6
Review of Rules for Typing Numbers and English Usage . . . 7
Acceptability Standards 7
Typewriter with Decimal Tabulation Keys 7

VIII. EVALUATIVE INSTRUMENTS 7
Tests 7
Grading 8

IX. RESOURCES FOR STUDENTS 8
Textbooks 8
Drill Books and Practice Sets 9
Reference Manuals 10
Learning Activity Packages 10
Videotapes 10
Audiotapes 10

TABLE OF CONTENTS, Continued

X. RESOURCES FOR TEACHERS 11
Books 11
Audio-Visual Aids 11
Teaching-Learning Aids 12
Periodicals 12
Wall Charts 12

APPENDIX 13

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I. COURSE TITLE--STATISTICAL TYPEWRITING

II. COURSE NUMBER--7705.33 (New: 7766.33)

III. COURSE DESCRIPTION

A. Synopsis
A course enabling the student to qualify for employment as a typist whose duties include typewriting of tabulated material, tables, and special problems consisting mainly of numbers, as in insurance, accounting, or brokerage offices.

B. Textbook
One or more of the state adopted typewriting textbooks and/or one of the department's choosing.

C. Occupational Relationships

Statistical typist	Card-punch operator
Stenographer	Clerk typist
Billing clerk	General office worker
Data typist	Payroll clerk
Insurance clerk	

IV. COURSE ENROLLMENT GUIDELINES

A. Prior Experience Needed
All students enrolled in this course should have attained the objectives of Advanced Clerical Typewriting prior to enrollment in this course.

B. Pretest
This test should be used to determine whether the student has attained the objectives of the preceding course and/or the objectives of this course. It should also help the teacher determine individual placement within the class.

V. COURSE OF STUDY PERFORMANCE OBJECTIVES

Upon completion of the course, the student will be able to--

1. type a one-half page finished copy from given rough draft statistical material containing proofreaders' marks with 100 percent accuracy (corrections allowed);

2. type from given rough draft information a five-column table placed lengthwise on the page, containing braced headings, footnotes, leaders, and rulings with 100 percent accuracy (corrections allowed) at a minimum speed of 10 FRAM:

3. find and list errors occurring in statistical copy according to specific guides with 100 percent accuracy;

4. type from unarranged information different business problems (insurance forms, income tax forms, market-research reports, financial

V. COURSE OF STUDY PERFORMANCE OBJECTIVES, Continued

summaries, and business letters containing tables) accurately at a minimum speed of 18 FRAM (corrections allowed); and

5. set up and type a table from given rough draft copy on a typewriter with decimal tabulation keys with 95 percent accuracy. (Optional; required only if the special typewriter is available in the classroom.)

VI. COURSE OUTLINE

A. Equipment and Supplies
   1. Basic needs
      a. Typing desk for each student; adjustable
      b. Chairs suitable for typing posture
      c. Typewriters--electric (a few manuals are desirable)
      d. Typewriter--with decimal tabulation keys (See Note, Section VII, H)
      e. Line-O-Times
      f. Textbooks for each student
      g. Demonstration stand and typewriter
      h. Business forms
      i. Carbon paper
      j. Paper
      k. Pencil and ink eraser, correction tape, correction fluid
      l. Timer--clock type with bell
      m. Stopwatch
      n. Keyboard chart
   2. Supplementary needs
      a. Overhead projector
      b. Screen
      c. Skill builder projector
      d. Filmstrip projector
      e. Opaque projector
      f. Record player
      g. Adding machine, ten-key

B. Skill Building
   1. Top-row proficiency drills
      a. Figure and symbol drills from home-row position
      b. Figure and symbol drills from top-row position
      c. Digit perception drills visualizing two digits, three digits, and four digits as a whole
      d. Mixed copy drills for realistic practice in incorporating numbers
      e. Alignment drills
      f. Tabulation drills
   2. Timed writings (30-seconds, one, three, and five minutes)
      a. Phrases
         (1) speed
         (2) accuracy
      b. Sentence, paragraph, statistical copy drills
         (1) speed
         (2) accuracy

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VI. COURSE OUTLINE, Continued

C. Statistical Copy Typing Techniques
   1. Type columns of figures horizontally with aid of tabulator mechanism
   2. Use a ruler as an implement in reading figures in each column to avoid skipping of figures (or a Line-O-Time)
   3. Read numbers in syllables--two to four digits at a time

D. Statistical Copy Proofreading
   1. Rough-draft drills
   2. Proofreading drills with a partner
   3. Proofreading drills without a partner

E. Table Production
   1. Two-column tables without column headings using backspace method of tabulation
   2. Two-column tables with column headings using backspace method of tabulation
   3. Three-column tables using backspace method of tabulation
   4. Multi-column tables using mathematical method of tabulation
   5. Tables with footnotes
   6. Tables with leaders
   7. Tables with horizontal rulings
   8. Tables with braced headings
   9. Tables on off-size stationery
   10. Tables from script or rough-draft form

F. Business Papers with Tabulated Reports
   1. Business letters with tables
   2. Reports containing tables
   3. Accounting reports

G. Business Forms
   1. Tax forms
   2. Insurance forms
   3. Payroll forms
   4. Banking forms
   5. Financial summaries
   6. Stock comment reports
   7. Production reports
   8. Statements
   9. Purchase orders
   10. Request for quotation forms
   11. Inventory forms
   12. Sales reports
   13. Timetables
   14. Invoices
   15. Bills of lading

VI. COURSE OUTLINE, Continued

H. Typewriter with Decimal Tabulation Keys
   1. Proper use of machine
      a. Establishment of a home row on the numeral row
      b. Tab clear lever
      c. Tab set lever
   2. Proper use of special keys to avoid the use of the tabulator bar or key
   3. Production of a table using the special keys for decimal tabulation

I. Rules for typing numbers and English usage (Review)
   1. Number guide drills
   2. English usage drills

J. Acceptability standards (Review)
   1. Proofreading drills
   2. Rough-draft drills
   3. Erasing drills
   4. Correction drills with fluid and correction paper

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES

A. Course Strategy and Method

The methodology to be employed should be directed toward developing top-row proficiency in the typist and preparing him in all areas which will make him successful in office employment.

Equal mastery of the top row of numbers, service mechanisms, and the alphabet are essential in order for a typist to produce statistical copy at a high rate of speed. Repetitive practice is essential in developing equal mastery.

The use of multiple senses--vision, sound, and satisfaction--aid in establishing security in the top-row location. The typist should first possess visual acquaintance with the top row and mechanisms before he can operate them by touch. He should be able to type from dictation groups of numbers spoken as wholes such as "fifteen" instead of "one five" in order to unify his response. Frequent praise should be given to create satisfaction and a desire to continue to master the top row and service mechanisms.

A modern "pipe-organ" method of typing numbers for typewriters having a "1" key should be introduced as an aid for the typist when production work involves the typing of numbers only. Both hands are moved to the number row. The little finger on the left hand controls the "1", and the remaining fingers assume their usual home-row position.

If typewriters do not have a "1" key, the original "pipe-organ" method should be introduced. In this method, the left hand moves

permanently to the top row but the fingers are reassigned so that the fourth finger is on the "2," the third finger is on the "3," the second finger is on the "4," and the first finger is on the "5." The right hand remains on the home keys to strike the "1" for "1," comma, period, space bar, and shift key.

Development of a high degree of skill as a statistical typist can be achieved through repetitive drills, timed writings on statistical copy, demonstrations, practice periods, drills in recognition, problem solving, and written and production evaluations.

Technique demonstrations and films, filmstrips, guest speakers, demonstrations of machines used in statistical work, and bulletin boards can make learning more meaningful and realistic.

The goal to be stressed is to produce as much acceptable work as possible in a given amount of time. Each student should be informed of minimum acceptable standards for evaluation and be made aware of the procedures he can use in attaining a goal.

B. Skill Building

Repetitive practice drills containing only numbers and mixed copy should be given to develop top-row efficiency. Exercises to improve reading for number perception (the ability to visualize several numbers at one time) will increase speed. (See the Appendix for detailed information under "Study Sheet for Proofreading.")

Timed writings from straight and statistical copy should be administered on a regular basis to determine the percentage of skill transferred from straight to statistical copy. The length of timings should vary from 30-seconds to five minutes.

The student should constantly double-check accuracy in all exercises to develop proofreading skill which is highly essential in business. Cooperative proofreading drills in addition to singular drills are suggested.

C. Production of Tables

1. Methods of typing tables

Each student should be familiar with the concepts of the mathematical approach and backspace method of setting up a table. He should be able to determine vertical placement, center headings properly, and incorporate footnotes, leaders, rulings, and braced headings into a table. (See Appendix for additional information.)

2. Procedure

When introducing information for typing a table, sufficient explanation should be given to enable the student to type

one problem from arranged copy and one from unarranged copy at his own rate of speed. The teacher should then inspect the work offering suggestions for improvement.

Additional practice should be given from unarranged problems involving application of tabulation skills. All errors should be corrected before the problem is removed from the typewriter and evaluated as acceptable or unacceptable. The student is to evaluate his ability to produce acceptable work in accordance with a goal which may be decided by the teacher in regard to the difficulty of the work.

D. Business Papers with Tabulated Reports

Basic rules for typing business letters should be reviewed. The students should be given business letters incorporating tables to type. After the student is familiar with correct form, he should strive to build his production rate of acceptable work.

A review of the basic rules for typing a manuscript should be presented. The student should be given a sufficient amount of short manuscripts to type to increase his production rate. All copy typed should be proofread carefully.

E. Business Forms

1. Form recognition

Printed forms differ greatly in the information they contain. It should be stressed that the student should examine every item in the form before he begins typing on it. The student should be familiar with the basic rules for typing of business forms. He should be able to align typing with guide words, align type above printed lines, and type within ruled columns. (See Appendix for additional information.)

A large variety of forms should be given to the student with sufficient explanation of their use in business. Exercises can be presented requiring the student to select the correct form to use in typing specific data.

2. Accuracy

The student should be made aware of the need for a very high degree of accuracy required in a world of automation. When information from a business form is fed into automated equipment, a small error can be greatly magnified and costly. Although high-level proofreading is time consuming, it is necessary. The student should be given exercises in locating errors in forms. (See Appendix for additional information.)

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

3. Procedures for production

The student should be given assignments and drills in filling out forms to increase his production rate. Production speed with a high degree of accuracy is the goal the student should try to achieve.

F. Review of Rules for Typing Numbers and English Usage
A review of rules for typing numbers should be given at the beginning of the course and reinforced periodically through drills. Correct English usage should always be stressed in the typing of letters and reports. A list of basic rules concerning the expression of numbers can be found in secretarial handbooks and typing texts.

G. Acceptability Standards
The student should be informed of the standards which he should strive to achieve. Drills concerning the use of implements for making corrections should be given frequently in addition to squeezing and spreading exercises in regard to spacing corrections.

H. Typewriter with Decimal Tabulation Keys
The decimal tabulation machines were designed specifically for statistical typists in CPA offices and financial institutions to increase their productivity. It begins by using the "pipe-organ" method of fingering, and an additional set of nine individual tab keys above the number row. These keys represent the nine places from the one hundred million position to the unit position. By pressing the desired electric decimal tab key, the carriage moves to both the exact column and the place within the column. It eliminates the movement of the typist's hand to the usual tab key and also eliminates spacing either forward or backward once the machine has reached the column.

VIII. EVALUATIVE INSTRUMENTS

A. Tests
Recommended items for testing may be found in the Appendix.

It is suggested that pretests and posttests include all of the following types of test items. Tests administered during the course may be limited to one or more of the types of tests stated depending upon the skill or knowledge to be evaluated.

Type	Purpose
Fundamental Skills Test	To determine if the student has the adequate development of basic skills needed for production of tables, forms, reports, and letters.
Tabulation Test	To determine if the student can set up and type accurately tables containing headings, leaders, and rulings.

VIII. EVALUATIVE INSTRUMENTS, Continued

Business Letters and Reports Test	To determine if the student can type business letters and reports in correct form with a high degree of accuracy.
Business Forms Test	To determine if the student is able to select correct forms for data given and type the forms according to basic guides with a high degree of accuracy.
Objective Test	To determine if the student understands the basic concepts involved in typing tables, forms, letters, and reports.
Production Timed Writings	To determine the net production rate the student has developed in typing statistical problems.

B. Grading

The student's grade should reflect all phases of his typing skill. The system of grading employed should be flexible so that it can be adapted to the class as a group and to the individual.

The grade given the student should indicate his ability to use his skill in producing mailable copy and should serve as a guidance measure. The student should also be allowed to evaluate his work in order to appraise his strengths and weaknesses. (See Appendix for an example of student appraisal sheet.)

The "Net Production Rate a Minute" method may be used in determining the student's grade. Listed below are the procedures to be followed in determining the new production rate.

1. Determine the total words typed
   (a) Count all words typed in the problem
   (b) Subtract 10 words for each uncorrected error or error in form
2. Divide this amount by the number of minutes allowed for the test

The rate determined by the preceding procedure may be placed in rank order and letter grades given using the minimum standards stated in the objectives as the minimum skills for a passing grade.

IX. RESOURCES FOR STUDENTS

A. Textbooks

Lessenberry, D. D.; Crawford, T. James; Beaumont, Lee R.; and Robinson, Jerry W. Century 21 Typewriting. Cincinnati: South-Western Publishing Co., 1972.

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IX. RESOURCES FOR STUDENTS, Continued

Lessenberry, D. D.; Crawford, T. James; and Erickson, Lawrence W. 20th Century Typewriting, 9th edition. Cincinnati: South-Western Publishing Co., 1967.

Rosen, Steve; Cleary, Joseph B.; and Alt, A. Arthur. Practical Office Typewriting. New York: Pitman Publishing Corporation, 1969.

Rowe, John L.; Lloyd, Alan C.; and Winger, Fred E. Gregg Typing, 191 Series, 2nd edition. New York: Gregg Division of McGraw-Hill Book Co., 1967.

Rowe, John L.; Lloyd, Alan C.; and Winger, Fred E. Typing 300, Vol. 1 and 2. New York: Gregg Division of McGraw-Hill Book Co., 1972.

B. Drill Books and Practice Sets

Blendon, Edward G. and Nalepa, Barbara H. Quick Survey Course in Forms Typing. New York: Gregg Division of McGraw-Hill Book Co., 1968.

Fries, Albert C. Timed Writings About Careers. Cincinnati: South-Western Publishing Co., 1963.

Frisch, Vern A. and Handal, J. S. Applied Office Typing. 3rd edition. New York: Gregg Division of McGraw-Hill Book Co., 1969. (text-workbook)

Lloyd, Alan C.; Rowe, John L.; and Winger, Fred E. Typing Power Drills, 2nd edition. New York: Gregg Division of McGraw-Hill Book Co., 1965.

Rahe, Harvey. Business Letters for Typing, 3rd edition. New York: Pitman Publishing Co., 1969.

Rowe, John L. and Etier, Faborn. Typewriting Drills for Speed and Accuracy, 3rd edition. New York: Gregg Division of McGraw-Hill Book Co., 1966.

Sandry, Ester. Typewriting Office Practice Set. New York: Pitman Publishing Corporation.

Thompson, James M. Tabulation Typing. New York: Gregg Division of McGraw-Hill Book Co., 1966.

Wanous, S. J. Statistical Typing, 2nd edition. Cincinnati: South-Western Publishing Co., 1968.

IX. RESOURCES FOR STUDENTS, Continued

C. Reference Manuals

Gavin, Ruth E. and Sabin, William A. Reference Manual for Stenographers and Typists, 4th ed. Gregg Division of McGraw-Hill Book Co., 1970.

House, Clifford R. and Koebele, Apollonia M. Reference Manual for Office Personnel, 5th edition. Cincinnati: South-Western Publishing Co., 1970.

International Business Machines. Model D Typewriter with Decimal Tabulation--Operating Instructions. IBM Corporation, Office Products Division, 1967.

Leslie, Louis A. 20,000 Words, 6th edition. New York: Gregg Division of McGraw-Hill Book Co., 1971.

Tips to Typists. Smith-Corona, 3950 Biscayne Blvd., Miami, 1967.

25 Typing Shortcuts. Sperry Rand Corporation, 1340 West Flagler, Miami, 1967.

D. Learning Activity Packages (For Review)

Ten of 32 Touch Typing media packages that are available from the Textbook Department, Dade County Public Schools (1971), may be used for review purposes:

11S-MP-22 HORIZONTAL AND VERTICAL CENTERING
11S-MP-23 PAGE LINE GAUGE
11S-MP-24 WORD DIVISION
11S-MP-25 VARIATIONS IN CENTERING
11S-MP-26 PARTS OF LETTERS
11S-MP-27 CARBON COPIES AND SMALL ENVELOPES
11S-MP-28 PROOFREADERS' MARKS
11S-MP-29 TABULATION WITH MAIN AND SECONDARY HEADINGS
11S-MP-30 TABULATION WITH COLUMNAR HEADINGS
11S-MP-32 MANUSCRIPTS

E. Videotapes (For Review)

Videotapes (one-half hour each) correlated with the above learning packages are available from the Department of Media Services, Dade County Schools (1971).

F. Audiotapes

Both South-Western Publishing Company and Gregg Division of McGraw-Hill Book Company have sets of audiotapes correlated with their textbooks.

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X. RESOURCES FOR TEACHERS

A. Books

Teacher manuals and/or keys are available for a great many of the books listed in the previous section, "Resources for Students," from the respective publishing companies.

Crawford, T. James. Production Typewriting, Monograph 97. Cincinnati: South-Western Publishing Co., 1960.

Lessenberry, D. D. Methods and Materials for Teaching Typewriting. Cincinnati: South-Western Publishing Co., 1962.

Liguori, Frank E. Basic Typewriting Operations--Principles and Problems. Cincinnati: South-Western Publishing Co., 1965.

Robinson, Jerry W. Practices and Preferences in Teaching Typewriting. Cincinnati: South-Western Publishing Co., 1969.

West, Leonard J. Acquisition of Typewriting Skills. New York: Pitman Publishing Co., 1969.

B. Audio-Visual Aids

1. Films

Right at the Typewriter. 16mm, 24 min., B/W, sound. BPI Catalog No. 1-31383.

2. Transparencies

Volume 3, Gregg Typing Transparencies Library, TABULATIONS, 07-089303-9.

Volume 4, Gregg Typing Transparencies Library, FORMS, 07-089304-7.

Volume 5, Gregg Typing Transparencies Library, MANUSCRIPTS AND REPORTS, 089-3057.

Volume 6, Gregg Typing Transparencies Library, CORRESPONDENCE (in 2 books), 089-3065.

Typing Fundamentals (20 visuals), 15-3703-4, Enfield's 3M Business Systems, 4000 N. W. 30 Avenue, Miami, Florida.

T-306, South-Western Publishing Company.

Western Publishing Educational Services, 1220 Mound Avenue, Racine, Wisconsin 53404.

X. RESOURCES FOR TEACHERS, Continued

J8-779 through J8-788--Various types of letters with overlays
J8-796 through J8-817--Business forms, tabulations, and manuscripts with overlays

C. Teaching-Learning Aids (from South-Western Publishing Company and Gregg Division of McGraw-Hill Book Company).

Award Pins and Charms
Certificates of Credit and Proficiency
Instructional Wall Charts
Progress Charts
Roll of Honor

D. Periodicals

Balance Sheet. Cincinnati: South-Western Publishing Co.

Business Education World. New York: Gregg Division of McGraw-Hill Book Company.

Business Today. Princeton: Princeton Business Revue Publishing Company.

Typewriting News. Cincinnati: South-Western Publishing Company.

E. Wall Charts

Teaching Aids Incorporated, P. O. Box 3527, Long Beach, California 90803, has the following wall charts in its current catalog:

Five Behavior-Pattern Cartoons, Set No. T-2 (19" x 25")
Five Letter Style Charts, Set No. T-1 (25" x 38")
Five Typing Technique Cartoons, Set No. T-3 (19" x 25")
Two Manuscript Guide Charts, Set No. T-5 (19" x 50")

APPENDIX

SUGGESTED SKILL BUILDING DRILLS

The number perception drills illustrated below will aid the student in visualizing several numbers at one time. Since these are abbreviated examples, it is assumed that the teacher would provide additional numbers under each group.

Directions: Set margins for 20 and 90 and set tabulator stops every 10 spaces. Silently pronounce the numbers as you type.

9	2	3	5	6	8	2
7	4	2	6	9	1	3
8	6	9	2	7	9	4

Directions: Think of each two numbers as a whole. Silently pronounce the numbers as you type. (Example: eighty-nine)

89	42	53	67	13	21	93
34	57	82	17	29	78	45
98	45	38	72	63	49	65

Directions: Think of each three numbers as a whole. Silently pronounce the numbers as you type. (Example: four hundred seventy-nine)

479	895	352	679	934	515	246
347	564	832	248	476	965	659
850	456	826	493	729	352	294

Directions: Think of each four numbers as two groups of two digits. Silently prounce two digits at a time while combining them into a whole. (Example: fifty-six/ seventy-one)

5671	8242	9153	4765	3421	8975	3291
5765	2334	7956	2952	4957	6275	5748
7249	9237	8967	7256	3826	5469	8492

Directions: Silently pronounce the first digit with the commas while thinking of it as a whole. Think of the remaining three numbers as a whole. (Example: four thousand/ five hundred seventy two)

4,572	1,574	2,562	5,342	9,877	1,043	2,150
7,101	8,437	5,989	7,241	1,213	5,671	4,701
9,680	4,836	3,923	3,684	6,592	3,224	9,777

SUGGESTED STUDY SHEETS

A. Tabulation Study Sheet

A table contains information arranged in columns. The procedure used to type tables is called tabulation.

There are two methods that can be used for the typing of tables in an attractive form. One method is called the backspace method and the other, the mathematical method. Before centering the table horizontally by one of the above mentioned methods, it is necessary to center the table vertically according to the following procedures:

Vertical Placement:

1. Count all the lines in the table including the spaces between the headings.

2. Subtract the number of lines from the total lines available on the sheet of stationery you are to use. Divide this amount by 2 to determine the top and bottom margins.

Follow one of the two methods listed below for horizontal centering.

Backspace Method:

1. Clear all margins, tabs, and check the paper guide for correct position.

2. Find the longest line in each column.

3. Decide how many spaces should be left between each column.

4. Go to the center of the paper and backspace once for every two spaces in the longest line in each column and once for every two spaces to be left between each column. When this step is completed, you will have arrived at the left margin.

5. After the left margin stop has been set, space forward once for every space in the longest line in the first column plus once for every space to be left between the first and second column. When you have completed this step, you will be at the point of beginning the second column. Set your first tab stop and continue this procedure for any additional columns.

6. Headings should be centered. Main headings are typed in all capital letters while secondary headings require that only the principal words be capitalized. Column headings are centered over the longest line in the respective column. To center a column heading over a column, determine the center of the column. Move the carriage to the center point and then backspace once for each two spaces in the heading.

Mathematical Method:

1. Clear all margins, tabs, and check the paper guide for correct position.

2. Find the longest line in each column and add all of these amounts together.

3. Subtract the above total from 102 for elite type and 85 for pica type if standardized stationery is used--otherwise subtract from number of spaces available for typing.

4. Divide this amount by one more than the number of columns in the table to determine the number of spaces to be placed in each margin and between the columns. If there is a remainder, divide it by 2 and place it in the margins.

B. Study Sheet for Typing Business Forms

1. Typing on Printed Lines--Type the date slightly above the line leaving two spaces after the guide word.

Date June 1, 1972

2. Typing on a Series of Printed Lines--Date should be typed two spaces after longest line of the printed heading.

Item	Calendar
Catalog No.	476889B
Unit Price	$1.53

3. Typing on a Blank Space--Type the data as if it is on an imaginary line even with the bottom edge of the guide word. Two spaces should be left after the guideword.

Name: Mary Sue Ford

4. Typing Addresses--A great number of business forms are mailed in window envelopes. Therefore, the name should be typed so it can be easily read through the window.

Mr. Richard Browne
9241 West Place
Chicago, IL 60005

5. Forms containing only a few items may be double-spaced, and those having many items should be single spaced.

C. Study Sheet for Proofreading

1. Always check figures in groups of two or three with the corresponding figures in the original copy.

2. Before typing, check the accuracy of all figures, dates, addresses, appointments, and totals.

3. If columns on the original copy are totaled, add the columns on the typed copy on an adding machine and compare the totals with those on the original copy.

4. In proofreading figures, the reader indicates the presence of a decimal point by the word point rather than by a pause; otherwise, what is read and meant may be misinterpreted by the proofreader. For example, if the reader reads "124.46" as "one twenty-four (pause) forty-six," the proofreader seeing "124.00 and 46.00" on the tape, assumes the reader means two separate listings of figures, not one listing, and does not detect an error. If, instead, the reader reads "one twenty-four point forty-six," the intent is clear.

SUGGESTED TEST ITEMS

A. Timed Writings--Five (5) minutes (Straight copy and statistical copy.)

B. Tables

1. Directions: Type the following table double-spaced on a full sheet of paper. Decide on the spaces between the columns. Correct all errors neatly.

HOSPITAL INSURANCE IN FORCE IN THE
TWELVE LEADING STATES

(000,000 Omitted)

State	Ordinary	Group	Industrial
Florida	$26,520	$10,853	$8,729
California	20,197	9,462	7,921
Illinois	18,296	9,121	7,847
New York	15,921	8,646	5,929
New Jersey	15,842	7,629	4,881
Michigan	13,112	6,512	5,678
Ohio	12,146	6,101	5,526
Indiana	10,442	5,727	4,101
Texas	9,529	4,711	3,212

SUGGESTED TEST ITEMS, Continued

2. Directions: Type the following table double-spaced on a full sheet of paper. Decide on the spaces between the columns. Correct all errors neatly.

FINANCIAL SUMMARY

Condensed Report

	1972	1971
Net Sales	$30,512,906	$32,601,521
Profit from Operations	998,491	1,416,512
Net Income	678,555	849,390
Percent Net Income to Sales	4.6	5.3
Net Income Per Share of Capital Stock	2.8	3.9
Dividends Paid	546,876	789,433
Per Share of Capital Stock	1.02	1.07
Net Income Retained in Business	94,890	890,001
Additions to Plant Property During the Year	500,002	789,603
Current Assets	25,769,441	30,421,907
Current Liabilities	1,908,665	7,679,004
Working Capital at End of Year	10,489,447	11,390,578
Ratio of Current Assets to Current Liabilities	7.8 to 1	3.3 to 1

3. Directions: Answer the following questions:

a. What typewriter machine adjustments should be made before one begins to type a tabulation problem?
(answer: Clear all margins, tabs, and check position of paper guide.)

b. How many vertical lines are there on a whole sheet of standard paper?
(answer: 66)

c. How many spaces can one type in a horizontal inch if he were using a typewriter with elite type?
(answer: 12)

d. How many vertical blank lines does one leave between the secondary heading and the columns in a table?
(answer: 2)

e. Should a secondary heading in a table be typed in all capital letters?
(answer: No)

C. Business Forms Test

Directions: From the series of forms given to you by your teacher, select the form that corresponds with the information given to you in the problems listed below. Type the information on the form you selected, correcting all errors neatly. You will have 45 minutes to complete these forms. If you should finish before time is called, begin again.

1. You have been asked to order the following supplies:

Order No. 921046
Date: Current
Terms: 2/10, N/30

Ordered By: Your Name
Ship Via: UPS
Requisition: 49621

To: Central Stationers
960 Northeast First Avenue
Miami, FL 33161

Items: 4 dozen of #416A red pencils $3.12
5 boxes of #602B file guides in legal size $10.00

2. Prepare the correct form to enclose with the following order being shipped by your employer.

Sold To: Ace Trucking Company
414 North Miami Avenue
Miami, Florida 33161
Cust. Order No.: 44789-A

Terms: 2/10, N/30
Date: Current
Our No: 47889
Shipped Via: UPS

Items: 4 dozen blue, ballpoint pens at 10¢ each
6 pads of telephone message forms at 20¢ each
2 desk calendars at $2 each

3. Prepare an income tax form from the following information. The number preceding the information indicates the line on which the information should be typed.

Name: Sidney and Dorothy Gray
4466 East First Street
Miami, FL 33162

Occup.: Doctor
Nurse

Social Security Nos. of Husband: 221-67-7789
Wife: 329-66-5647
Filing Status: (2) Married filing jointly
Exemptions: (7) Regular
(8) Regular

SUGGESTED TEST ITEMS, Continued

Other information:

(8)	2	(29)	1,121
(11)	2	(30)	1,121
(12)	17,521	(31)	No
(14)	40	(34)	-5,738
(15)	-5,715	(39c)	23
(16)	11,846	(39)	23
(17)	741	(40)	-5,715
(18)	11,105	(42)	741
(19)	1,448	(45)	741
(20)	2	(46)	11,105
(21)	1,446	(47)	1,444
(23)	1,446	(48)	9,661
(24)	2,371	(49)	1,350
(25)	196	(50)	8,311
(27)	2,567	(52)	2
		(54)	2

STUDENT WORK - APPRAISAL SHEET

Name_____

Date_____ Machine_____ Job No._____

Type of Job_____ Time Spent on Job_____

I have proofread my work carefully. Yes____ No____

My appraisal of each of the listed is:

	Good	Fair	Poor
Original Copy			
Carbon Copy			
Envelopes			
Enclosures			
Figures			

	Good	Fair	Poor
Placement			
Erasures			
Clean Type			
Stroking			
Planning			

My criticism of my work is:_____

_____

_____

Improvements I suggest making in my work:_____

_____

_____

Would I be justified in asking for a raise if my work were consistently of this caliber? Yes_____ No_____

Grade I think I deserve on this assignment_____

Instructor's comment_____

_____

Instructor's grade